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ABSTRACT

A study compared teachers' and principals' perceptions of six elements of effective teaching: classroom climate, questioning, set induction, stimulus variation, reinforcement, and closure. The part of the study reported here focuses on elementary teachers' written ratings and rankings of the six elements. The sample for the study was comprised of 413 elementary teachers in Ohio; of this sample, a total of 307 responded to an instrument utilizing a value rating scale constructed in a written questionnaire format. The research questions pursued in the study were: (1) Is there a relationship between demographic variables and teachers' values rating of the six elements? (2) Were certain elements viewed as more important and what were the teachers' priorities? (3) Is there a relationship between demographic variables and the priority ranking of these elements? (4) Do teachers perceive their training to be consistent with identification of perceived needs of each element? (5) is there a relationship between the demographic variables and the teachers' training; and (6) How do elementary teachers' value ratings of the six elements compare with principals' ratings? An analysis of the data indicates that the teachers consider the time invested in the implementation of the elements beneficial to their teaching strategies. Conclusions are drawn for teacher education programs, supervisors, and professional development programs. A copy of the questionnaire is appended. (JD)

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Selected Elements of Effective Teaching: Testing Their Practicality as Differentially Perceived by Ohio's Elementary Teachers

Paper Presented at the
Eastern Educational Research Association
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Boston, Massachusetts

by
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Educators view maximizing teacher effectiveness as a major goal of education. The public views improving student achievement as its goal in education. Public education must try to meet the needs of the public; consequently, educators believe that one method of increasing student achievement is through improving teacher effectiveness. However, one of the most difficult problems in educational research is recognizing teaching effectiveness (Brophy, 1986).

A definition of teacher effectiveness has been sought throughout the 20th century. In early studies, researchers theorized that student achievement was determined by factors within students and little, if any, by teachers (Brophy, 1979). As late as 1972, research seemed to support the notion that teaching is an art; good teachers are born not made. This notion is implicit in the nature of people's preexisting definition of a "good teacher" -- one who is honest, possesses magnetism-- qualities one can not attain by taking professional education courses (Medley, 1982).

Studies related to effective teaching provided an underlying assumption that anyone who has ever been to school and has watched a teacher at work can judge whether that teacher is effective or ineffective. The basis of the impression is not clear, but they are vivid and the phenomenon is universal (Medley, 1982).

The strongest influence on individuals who enters teaching is their own past schooling and teachers. In no other occupation does personal experience exert such a powerful influence (Lortie, 1975). How can one model improve effective teaching if its definition is based upon an individual's perceptions of previous experiences in

school when he or she was a child, with the perceptions centering on honesty, magnetism, fairness and friendliness?

Findings reveal, contrary to the notion commonly held until the mid-70's, teachers do make a difference (Brophy, 1986). Consequently, the research focus shifted from teachers' personal traits to their teaching behaviors and from global effectiveness ratings to direct measurement of student achievement.

There is a link between certain teacher behaviors and desirable student outcomes (Sparks, 1983). Teachers who provide a variety of learning experiences at appropriate levels of difficulty tend to maximize learning. Furthermore, research notes that good administration of the classroom -- establishment of organization, rules, routine, seating, etc. -- support an effective learning environment (Brophy, 1986).

Attempts to improve student achievement should be based on the development of effective teaching behaviors. Research linking teacher behavior to student achievement finally began to establish a relevant knowledge base for the teaching profession to draw upon. This knowledge base could not dictate instructional practices. However, it informs individuals of effective teaching practices, just as knowledge about the effects of medical procedures influences medical practices (Brophy, 1986).

Research has found that, when teachers perceive an instructional practice as practical, applicable and congruent with their teaching philosophy, they are more likely to use it. There is support for the notion that teachers will internalize and use ideas that are

consistent with their existing beliefs (Stein & Wang, 1988). In other words, teacher empowerment through the internalization of elements of effective teaching is crucial to teacher improvement.

Focus on the delineation of relationships between stable teaching behavior patterns and student learning outcomes have provided a database of teaching behaviors that are conducive to improvement in student learning (Stein & Wang, 1988). Analysis and interpretation are needed to identify implications for practice. It would be inappropriate to conclude that all elements work in all instances (Brophy, 1986). However, one should develop a small core of elements that attempt to span various teaching experiences. A teacher needs to determine what works for a particular situation or class. Therefore, many strategies or various technical skills should fill one's repertoire of teaching strategies. A teacher can choose a strategy that best compliments the attention needs of a specific student or the whole class (Good, 1979).

A small but growing knowledge base of commonly used, research-based relationships between teacher behavior and student achievement existed in 1990. For example, Madeline Hunter's steps to effective teaching include: anticipatory set; objective and its purpose; instructional input; checking for understanding; guided practice; and independent practice (Russell & Hunter, 1976). Kounin's classroom management model (1970) include: with-it-ness; overlapping; signal continuity, smoothness and momentum;variety and challenging seatwork in their model.

The most commonly observed findings seem to fit together well with one another, support both common sense and instructional theory, and are explainable. What began as a seemingly isolated correlation has become an organized body of knowledge (Brophy, 1986) which must become a solid foundation of knowledge to be shared (Easterly, 1983).

Educators are recognizing that teaching is both an art and applied science. Further, a validated knowledge base, if used properly, should benefit practitioners and their students without inappropriately constricting their creativity and professionalism (Brophy, 1986).

Good (1979) argued that no single teaching behavior is universally effective; teachers need a repertoire of effective elements that usually improve achievement in specific teaching situations. Rosenshine (1976) concluded that additional studies are essential before educators are clear about which skills are generic, grade level specific, or subject area specific.

Based on prior research of the six element of effective teaching by Hudgins (1990) and the researchers' previous knowledge and experience with the six elements, the investigator has chosen to address Classroom Climate, Questioning, Stimulus Variation, Reinforcement and Closure. The purpose of this investigation is to continue to add to the body of knowledge of effective teaching.

The investigator designed a study to compare teachers' and principals' perceptions of the elements of effective teaching, to determine and verify where the unique variance of each element lies, to statistically calculate the priority of each element in various

training in the elements, and to discover whether teachers' job satisfaction alters their views of the elements of effective teaching.

The practicality of each element -- rate of value and rank of priority -- in various situations may help educational leaders (teachers, administrators, professors, etc.) establish expectations in different teaching situations. Planners of inservice education would be able to outline teachers' needs more realistically. There would be a potential contribution to the development of an effective teaching model based on an element of effective teaching and the teaching situation.

The results of this study may help to bridge the gap between research and practice. The addition of value ratings and priority rankings of six previously identified elements of effective teaching by practitioners may assist educational leaders and teachers with the dissemination of knowledge and ease implementation of techniques that will improve student outcomes. Improvement in student achievement will help satisfy the public's demand for educational excellence.

Research Questions

1. Is there a relationship between the demographic variables and teachers' values rating of these six elements?

2a. Do teachers view certain elements as more important than other elements?

2b. What is their priority to these elements?

3. Is there a relationship between the demographic variables and the teachers priority ranking of these six elements?

4. Do teachers perceive their training to be consistent with identification of perceived needs of each element?
5. Is there a relationship between the demographic variables and the teachers' training?
6. How do elementary teachers' value ratings of the six elements compare with principals' ratings.

Population

In August, 1990, the Ohio Division of Computer Services and Statistical Reports at the State Department of Education identified 56,303 elementary teachers in local, city, and exempted village public school districts. This total is based on the 1989-1990 Full Time Equivalency (F.T.E.). Excluded from this total is private and parochial schools.

The sample for this study was comprised of a total of 413 elementary teachers stratified and randomly selected from a total population of 56,303 public elementary teachers in City, Local and Exempted Village districts in Ohio. According to Krejcie and Morgan, cited by Newman (1976, p.25) in Basic Procedures for Conducting Survey Research, 413 elementary teachers was the extrapolated sample size necessary to achieve 95 percent confidence level when interpreting the data for the population size of elementary teachers previously described in this chapter. The sample was multistage and stratified according to region in the state and district type.

Research Instrument

The general format of the research instrument used in this related study was constructed by Hudgins (1990) for a similar study entitled

Selected Elements of Effective Teaching: Testing their Practical Value with Ohio's Principals (see page 22). The instrument utilized a Value Rating Scale (VRS) constructed in a written questionnaire format. The instrument focused on principals' written ratings of selected elements of effective teaching espoused in the study: Classroom Climate, Questioning, Set Induction, Stimulus Variation, Reinforcement, and Closure. The current study will focus on elementary teachers' written ratings and rankings of the selected elements of effective teaching.

The instrument consisted of a randomized list of 42 observable, research-based effective teaching behavior indicators (Hudgins, 1990), one question related to the training of each indicator and questions about the priority of the indicators.

In this investigation, internal reliability of the instrument was determined by Cronbach's alpha using subprogram TESTAT on SAS. Overall reliability was .97. The subscales levels of reliability range from .83 to .87 (see Table 1).

Table 1

Internal Reliability

Scale	Alpha	N of Items
Classroom Climate	.88	7
Questioning	.88	7
Set Induction	.84	7
Stimulus Variation	.83	7
Reinforcement	.87	7
Closure	.86	7
Total Scale	.97	42

Note. N = 307.

Of the 413 elementary teachers, 307 returned the questionnaires for a response return rate of 74.3 percent. While 85.9% of all subjects responding were female, 14.0% were male. In the general population, 85% of the elementary teachers in the state of Ohio are female and 15% are males. 60.3% of the respondents held bachelors, 38.1 held masters and 1.6% had their doctorates. The mean and mode age was 42 years old, with range being 22 to 68. The mean grade was 3.64, the most frequently taught grade was sixth. The mean years of teaching at the present grade level was 10.1 with a mode at 3 years. The mean years of total teaching experience was 15.91 years with the mode being 20 years.

The lowest grade in the elementary teacher's building had a mean of .83 (between kindergarten and first grade) and kindergarten being the mode. The highest grade in the building had a mean of 5.95 and sixth grade being the mode. Consequently, the most frequent building design was kindergarten through sixth grade.

In this study six general research questions were tested. Research questions 1, 3 and 5 were stated in regression terms and were written in the form of regression models. The actual computations were done by Statistical Analysis System, 6th edition (SAS6). Analyses of these 3 research questions are presented.

Research questions 2 and 4 are Chi Square frequency analysis. Each question stated followed by a brief summary. An accompanying table describes the statistical findings for the hypotheses. The actual computations were done by WIZARD (Crooms, forthcoming).

The regression procedure used in research question is a t test between teachers and principals on each element of effective teaching. The actual statistics were done by SAS6.

Research Questions 1.

Is there a relationship between the demographic variables and teachers' values rating of these six elements?

The findings on hypothesis one, specific hypothesis four and five denote that the demographic variables account for significant variance in predicting the ratings of the elements stimulus variation (R^2 = .119) and reinforcement (R^2 = .113).

The gender variable accounted for significant unique variance (P = .0035) in predicting the subscale stimulus variation over and above all other demographic variables.

The current experience variable accounted for significant unique variance (P = .0067) in predicting the subscale reinforcement over and above all other demographic variables.

Other specific hypothesis one, two, three, and six were nonsignificant at alpha level .01. The demographic variables were not significant in predicting classroom climate,questioning, set induction and closure.

Research Question 2a

Do teachers view certain elements as more important than other elements?

Each of the 42 items on the questionnaire had the possibility of being chosen as the most important item. Each respondent could choose a maximum of three items that were perceived to be most

important. The maximum frequency an element could be chosen as most important is 921 (3 items composing an element * 307 subjects). Table 1 takes the proportion between the items composing element A which were selected as most important and items composing element A which were not selected as most important and compares it to the proportion between the items composing element B which were selected as most important and the items composing element B which were not selected as most important.

E.g. the number of items composing classroom climate that were selected as most important totaled 401, items the were not selected totaled 921 - 401; 520. The number of items composing questioning as the most important element totaled 45, items that were not selected as most important totaled 921 - 45; 876. The proportion between 401 and 520 compared to the proportion between 45 and 876 was significant at .000. Compared to questioning, classroom climate was chosen significantly more frequently as the most important element.

All possible combinations of comparisons between the elements are listed in Table 2. Classroom climate was chosen significantly more frequently as the most important element of effective teaching. Reinforcement was chosen significantly more frequently as the most important element second to classroom climate.

Compared to all the other items, questioning was chosen significantly less frequently as the most important element of effective teaching.

Table 2

Frequency Analysis on the Ranking of Most Importance on the Elements of Effective Teaching

Test No.	Elements Compared	Frequency Selected	Frequency Not Selected	Chi Square	P≤	Sign.
1	Classroom Climate	401	520	374.94	.000	S
	Questioning	45	876			
2	Classroom Climate	401	520	214.85	.000	S
	Set Induction	118	803			
3	Classroom Climate	401	520	233.06	.000	S
	Stimulus Variation	108	813			
4	Classroom Climate	401	520	179.82	.000	S
	Reinforcement	142	779			
5	Classroom Climate	401	520	298.98	.000	S
	Closure	76	845			
6	Questioning	45	876	35.86	.000	S
	Set Induction	118	803			
7	Questioning	45	876	28.40	.000	S
	Stimulus Variation	108	813			
8	Questioning	45	876	54.00	.000	S
	Reinforcement	142	779			
9	Questioning	45	876	8.50	.004	NS
	Closure	76	845			
10	Set Induction	118	803	.50	.478	NS
	Stimulus Variation	108	813			
11	Set Induction	118	803	2.57	.000	S
	Reinforcement	142	779			
12	Set Induction	118	803	10.16	.001	S
	Closure	76	845			
13	Stimulus Variation	108	813	5.35	.021	NS
	Reinforcement	142	779			
14	Stimulus Variation	108	813	5.80	.013	NS
	Closure	76	845			
15	Reinforcement	142	779	22.66	.000	S
	Closure	76	845			

Note. Alpha adjusted for multiple comparisons is .0036. N= 307. Possibility of 921 selections per element.

A similar frequency analysis was completed on the items that composed the six elements of effective teaching but focusing upon the selection of the three least important items.

When compared to all the other elements, stimulus variation and set induction were chosen significantly more frequently as the least important element of effective teaching (see Table 3).

Classroom climate was chosen significantly less frequently as the least important element of effective teaching. Compared to all other elements, classroom climate was never chosen as least important.

Research Question 2b

What is their priority to these elements?

Classroom climate was selected significantly more frequently as the most important element of effective teaching; followed by reinforcement as second; set induction and stimulus variation as third; closure and questioning as fourth.

Stimulus variation and set induction were ranked most frequently as the least important element followed by closure, reinforcement and questioning as second; classroom climate as third.

Research Question 3.

Is there a relationship between the demographic variables and the teachers priority ranking of these six elements?

The findings denote that there is a significant relationship between the demographic variables and elementary teachers' ranking of most importance of the element questioning (R^2 = .1086). Specifically, the highest grade in building variable accounted for a unique variance

Table 3

Frequency Analysis on the Ranking of Least Importance on the Elements of Effective Teaching

Test No.	Elements Compared	Frequency Selected	Frequency Not Selected	Chi Square	P≤	Sign.
1	Classroom Climate Questioning	27 90	894 831	36.22	.000	S
2	Classroom Climate Set Induction	27 194	894 727	143.39	.000	S
3	Classroom Climate Stimulus Variation	27 244	894 677	203.73	.000	S
4	Classroom Climate Reinforcement	27 95	894 826	40.59	.000	S
5	Classroom Climate Closure	27 122	894 799	65.90	.000	S
6	Questioning Set Induction	90 194	831 727	45.02	.000	S
7	Questioning Stimulus Variation	90 244	831 677	86.73	.000	S
8	Questioning Reinforcement	90 95	831 826	.15	.698	NS
9	Questioning Closure	90 122	831 799	5.45	.019	NS
10	Set Induction Stimulus Variation	194 244	727 677	7.48	.006	NS
11	Set Induction Reinforcement	194 95	727 826	40.22	.000	S
12	Set Induction Closure	194 122	727 799	19.80	.000	S
13	Stimulus Variation Reinforcement	244 95	677 826	80.26	.000	NS
14	Stimulus Variation Closure	244 122	677 799	50.75	.000	NS
15	Reinforcement Closure	95 122	826 799	3.80	.051	NS

Note. Alpha adjusted for multiple comparisons is .0036. N= 307. Possibilty of 921 selections per element.

(P = .0085) in predicting the ranking of most importance for the subscale questioning over and above all other demographic variables.

Researach Question 4

Do teachers perceive their training to be consistent with identification of perceived needs of each element?

Each of the 42 items on the questionnaire had a question referring to the teachers' perceptions of their training on the particular item. Each of the elements were composed of seven items on the questionnaire and there were 307 subjects that could have responded to each item. Each element could have had a maximum of 2,149 responses (307*7).

Table 4 lists the proportion between the items composing element A which were perceived to be trained and items composing element A which were perceived not to be trained and compared that to the proportion between the items composing element B which were perceived to be trained and items composing element B which were perceived not to be trained.

E.g. the proportion of received training to no training focusing on the element classroom climate is 1861:277. The proportion of received training to no training focusing on questioning is 1724:415. Comparatively, the perception of the training on questioning was significantly less than the training of classroom climate.

The proportion of training to no training on the subscale questioning was significantly higher when compared to all other elements of effective teaching.

Table 4

Frequency Analysis of the Training between the Six Elements of Effective Teaching

Test No.	Elements Compared	Frequency Training	Frequency No Training	Chi Square	P≤	Sign.
1	Classroom Climate Questioning	1861 1724	277 415	32.75	.000	S
2	Classroom Climate Set Induction	1861 1799	277 336	6.72	.009	NS
3	Classroom Climate Stimulus Variation	1861 1834	277 303	1.36	.243	NS
4	Classroom Climate Reinforcement	1861 1902	277 233	4.24	.039	NS
5	Classroom Climate Closure	1861 1882	277 258	.79	.374	NS
6	Questioning Set Induction	1724 1799	415 336	9.90	.002	S
7	Questioning Stimulus Variation	1724 1834	415 303	20.87	.000	S
8	Questioning Reinforcement	1724 1902	415 233	59.19	.000	S
9	Questioning Closure	1724 1882	415 258	43.54	.000	S
10	Set Induction Stimulus Variation	1799 1834	336 303	2.04	.153	NS
11	Set Induction Reinforcement	1799 1902	336 233	21.67	.000	S
12	Set Induction Closure	1799 1882	336 258	12.10	.001	S
13	Stimulus Variation Reinforcement	1834 1902	303 233	10.37	.001	S
14	Stimulus Variation Closure	1834 1882	303 258	4.22	.040	NS
15	Reinforcement Closure	1902 1882	233 258	1.37	.241	NS

Note. Alpha adjusted for multiple comparisons is .0036. Possibility of 2149 per element.

Elementary teachers perceived they were less prepared in the questioning element than any other element.

Teachers perceived they were trained significantly more in the reinforcement element than in the questioning, set induction and stimulus variation elements.

Research Question 5

Is there a relationship between the demographic variables and the teachers' training?

The analysis of hypothesis five denote that one can not utilize the demographic variables as predictors of training in the various elements.

Research Question 6

How do elementary teachers' value ratings of the six elements compare with principals' ratings.

The mean scores of all elements for elementary teachers ranged from 3.254 to 3.601 on a scale of 0 - 4. All items possessed "considerable value." The mean scores of all elements for principals ranged from 3.116 to 3.446 on a scale of 0 - 4. All items possessed "considerable value."

There was a significant mean difference between elementary teachers' and principals' value ratings on classroom climate. The elementary teachers rated classroom climate and significantly higher than principals (see Table 5).

Table 5

Mean Rating Values for the Elements by Principals and Elementary Teachers

Element	Mean	SD	F	P≤	S
Classroom Climate					
Principals	3.446	.381			
Elem. Teachers	3.601	.309	1.52	.0004	S
Questioning					
Principals	3.254	.495			
Elem. Teachers	3.303	.443	1.25	.0612	NS
Set Induction					
Principals	3.351	.434			
Elem. Teachers	3.290	.415	1.09	.4560	NS
Stimulus Variation					
Principals	3.116	.502			
Elem. Teachers	3.253	.438	1.31	.0204	NS
Reinforcement					
Principals	3.243	.451			
Elem. Teachers	3.461	.426	1.12	.3288	NS
Closure					
Principals	3.270	.454			
Elem. Teachers	3.359	.407	1.24	.0635	NS

Note. N for Principals = 283. N for Elementary Teachers = 301. Alpha adjusted for multiple comparison = .01.

Summary of the Study

Statement of the Problem

This study was conducted to investigate the practicality of six selected element of effective teaching--classroom climate, questioning, set induction, stimulus variation, reinforcement and closure. Doyle and Ponder (1977) contend that teachers must perceive

ideas that are to be utilized in their teaching as objectively defined behaviors, congruent with existing beliefs and cost effective.

The assumption underlying practicality in this investigation is similar to Doyle and Ponder (1977). The six elements have been objectively defined by the items on the questionnaire. If elementary teachers value the six elements and consider them important, the more likely the elements have been incorporated into their teaching practices. Furthermore, the teachers tend to believe that the time invested in the implementation of the elements as beneficial to their teaching strategies. Thus, the elements have been perceived as practical.

Demographic variables have been noted to be crucial in the applicability of effective teaching elements (Koehler, 1984; Powell, 1976; Brophy,1982). Elements may be situation specific, in various teaching environments, one element may be perceived more practical, therefore used more readily. Relationships between specific demographic variables and elements of effective teaching were under investigation to determine the environment in which the six elements are used more eagerly.

Implications

As a result of these findings, several conclusions can be drawn for the various dimensions of teacher education: teacher training programs, supervisors, and professional development programs.

Teacher training programs may include the six elements. From this investigation, novice teachers may perceive the elements classroom climate, set induction and closure similarly to veteran

teachers. The teacher training programs must intervene to make the perception of all the elements more practical and easier to assimilate into beginning teacher's philosophies of teaching.

Teacher training programs must portray stimulus variation as a practical, viable strategy particularly to the male students. Males must be sensitized to the utilization of pausing, focusing, gesturing, grouping, and shifting sensory channels as tools that are practical in the classroom.

Reinforcement techniques must be re-emphasized as important teaching strategies. School is the "safe haven" for many students and young teachers must realize the importance of providing acceptance, praise, encouragement, etc., to students.

Questioning is an important strategy that can be used effectively in teaching. There has been a noticeable lack of training in various questioning techniques. Questioning should be used in every elementary classroom. It is not just applicable to older students. Questions help develop, stimulate, reinforce and promote thinking. Even the higher levels of questioning, synthesis and assimilation, can be simplified for use in the primary grades. Appropriate questions stimulate critical thinking at any age level.

Typically student teachers will recognize that classroom climate is crucial in the effectiveness of their teaching. By making the student teachers aware that classroom climate is a combination of all the elements, the students will more likely concentrate on developing appropriate techniques in every element. The students will assimilate the practicality of all elements and use them all more readily.

Administrators in the supervisory capacity must be aware of the before mentioned implications. As a supervisor, the principal upon making evaluative comments about the teaching of the staff, must be sensitive the their needs and perceptions.

Male staff members may need a reminder about the practicality of stimulus variation techniques. The less experienced teachers may need further training or assistance in developing appropriate reinforcement techniques. Questioning techniques may be used less frequently in the lower grades. However, this does not excuse the lack of utilization.

Conducting workshops in the elements would strengthen the skills of those who already use some or all of the elements. At the same time, the workshops would introduce those teachers who don't use the elements to a practical teaching tool and increase the probability of implementation. Again, focusing upon classroom climate as a combination of all elements would increase the likelihood of usage of all the elements. It would strengthen the value of all elements because they are associated with classroom climate.

The worksessions would also get the teachers thinking and reflecting about their current teaching processes. By providing a common language about the elements of effective teaching, the teachers will then begin to discuss teaching among themselves. As previously assumed, the more individuals discuss, think and re-think an idea, the more they will interpret the idea as practical and incorporate it into daily routine.

Professional development encourages an individual to strive for perfection in their career. Planners of professional development activities must be sensitive to the fact that certain teaching strategies are perceived less practical by various teachers in various situations. Therefore, they must present the elements in such a way they appear practical to various groups.

Male elementary teachers must perceive stimulus variation strategies as easy to implement into their current teaching strategies and it must be beneficial to implement this patterns. Less experienced teachers should note the importance of reinforcement in their classroom. Questioning techniques must be easy to integrate into primary teachers daily routine. Using classroom climate as a vehicle for practicality, professional development courses may increase the utilization of all these valuable elements.

Please provide this basic information:

1. Name of School: _____
2. District type: urban, suburban or rural: _____
3. Lowest grade level in building _____
4. Highest grade level in building: _____
5. Your gender: _____Female _____Male
6. Your age: _____in years
7. Current grade you teach: ___K___1___2___3___4___5___6
8. Years of experience at that grade level: _____in years
9. Total number of years experience: _____in years
10. Highest degree earned: ___Bachelor ___Masters ___Doctorate ___other_____
11. Given the opportunity to "start over again," would you still choose teaching as a career? _____Yes _____No

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DIRECTIONS: As a teacher, how do you rate the following items as indicators that, at a given time, you are teaching effectively? In the LEFT hand column please rate each statement from 0-4 as to the teaching value of the item. In the RIGHT hand column please respond yes or no as to whether you feel that you have had enough training to implement this item.

VALUE RATING SCALE
4 = Highest value
3 = Considerable value
2 = Moderate Value
1 = Minimal value
0 = No value

		Do you feel that you have enough training to implement this item?	
		YES	NO
_____	1. I show enthusiasm for teaching and learning.		
_____	2. I use different interaction styles (large group, small group, pairs sharing etc.).		
_____	3. I summarize and review material covered to develop a sense of completeness and mastery.		
_____	4. I smile genuinely.		
_____	5. I spark students' interests.		
_____	6. I allow appropriate "wait time" for student interaction.		
_____	7. I use a range of questions (not just "What.." or "Why..").		
_____	8. I prepare students for follow-up assignments by giving instructions and going through practice examples.		
_____	9. I get and keep a student actively participating in the lesson.		
_____	10. I communicate and demonstrate acceptance of student and others.		
_____	11. I call attention to the main ideas.		
_____	12. I use differing levels of questions, depending upon the context.		
_____	13. I use the students' names and ideas with the lesson.		
_____	14. I focus on important points using words, pointing, and/or moving toward the focal point.		
_____	15. I attract students' attention by arousing their curiosity.		
_____	16. I use appropriate teaching strategies to help students accomplish objectives.		
_____	17. I communicate consistent expectations fo student conduct.		
_____	18. I connect opening activity to the main lesson.		
_____	19. I provide opportunities for students to talk about and reflect upon what they have learned.		
_____	20. I use a tone of voice that reflects my positive feeling about the students' response.		
_____	21. I devise ways to provide frequent monitoring of students' activity and performance.		
_____	22. I listen actively to students.		

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